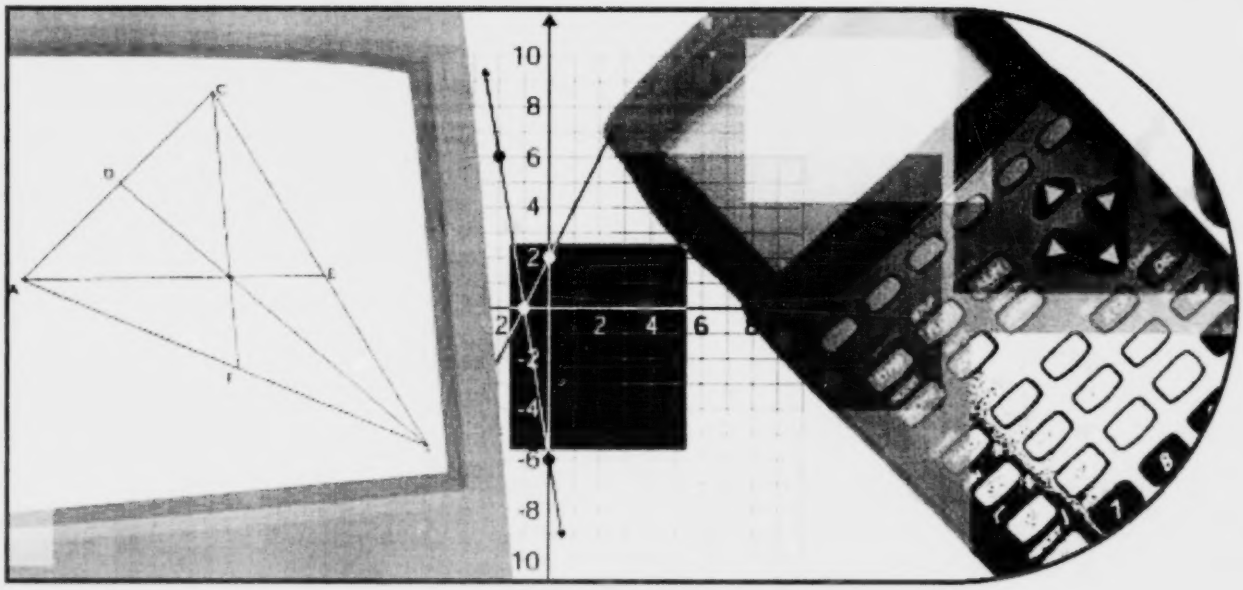

Steps and Teacher's Scripts

Grade 9 Assessment of Mathematics
Spring 2004

EQAO
Education Quality and Accountability Office

Steps and Teacher's Scripts

Grade 9 Assessment of Mathematics
Spring 2004

104-0772-7

In this document, "parents" refers to one or more parents or guardians.

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The Guide

This guide contains

- ❑ an overview of the steps to follow, showing who is responsible—teacher and/or principal—for each;
- ❑ the steps in detail, with a checklist for keeping track of your progress, and
- ❑ the scripts for teachers to use.

Changes for 2003–2004

- ❑ The Ontario Education Number (OEN) will be reported on the Individual Student Report (ISR) to assist schools in tracking and reporting.
- ❑ The Education Quality and Accountability Office (EQAO) will no longer collect the school-assigned student number (SASN). Please use **only** the OEN and not the SASN on the Class Tracking Sheet (CTS).
- ❑ The CTS has a "completion checklist" to help you keep track of student booklet use. Use of the checklist is optional. EQAO will not use the information in it.
- ❑ The Student Information Form (SIF) now has space for the student's name. Adding the name is optional; you may use it to facilitate administration. It is no longer necessary to block out or erase the name on this form after the administration.
- ❑ The SIF no longer asks if students are home-schooled or in Section 20 programs or independent learning courses. Call EQAO at 1-888-327-7377 if you need information about filling out forms for these students.
- ❑ The SIFs and CTSs should be bundled and put in the envelope marked Tracking Sheets and Student Information Forms.
- ❑ The Student Answer Sheets should be bundled and put in the envelope marked Student Answer Sheets.
- ❑ Forms must be completed with an HB pencil. Errors must be completely erased.

Booklet 4

- ❑ Versions with a graphing calculator on the cover **require** students to use a graphing calculator.
- ❑ Not all schools will receive *Booklet 4*. Schools not receiving *Booklet 4* will follow a two- or four-day plan.

The *Training to Administer* CD

- ❑ Use the CD for training and as a source of additional information. It contains
  - all the information in this guide,
  - the policies that govern the administration and
  - appendices (editable and printable Microsoft Word versions of letters to parents, formula sheets, etc.).

The Importance of Barcodes

All EQAO test materials are digitally printed, so that booklets, CTSs, SIFs and questionnaires can be barcoded, making preparation for and administration of the test more efficient.

When preparing for the administration, schools must ensure that the last four digits of the barcode on each student's SIF match the last four digits of the barcode next to the student's name on the CTS. Students must receive booklets with barcodes that have the same last four digits as those on their SIF and next to their name on the CTS.

EQAO is aware that, on rare occasions, barcodes may be mismatched during printing.

- ❑ **If a student has not started writing the assessment** and, using the last four digits, finds a mismatch in the barcodes on any of his or her materials, replace the entire set with a new package and make the corresponding changes to the student package envelope, the SIF, the CTS and the Student Questionnaire. If a new package is not available, call EQAO at 1-888-327-7377 for instructions.

- ❑ **If the student has already worked in one or more of the booklets in a set** and an error in booklet distribution has led to a mismatch in barcodes, cross out the mismatched barcode and clearly record the correct barcode number below it.
- ❑ **If the barcode has been damaged** on any of the booklets, the SIF, the CTS or the Student Questionnaire, write the 22-digit barcode clearly on the front of the document.

Place *all* materials of students affected by barcode problems (i.e., all four booklets, the SIF, the CTS and the Student Questionnaire) in an envelope labelled "BARCODE PROBLEMS." Include a note in the envelope, clearly explaining what has been done in each case.

The alteration of barcodes may affect the accuracy of the student's ISR. For more detailed instructions on resolving barcode problems, please call EQAO at 1-888-327-7377 and indicate that you have a barcode problem.

Overview

STEP 1
Receive Shipment 1.
STEP 2
Read and distribute *Steps and Teacher's Scripts*.
STEP 3
Train to administer.
STEP 4
Identify students with Individual Education Plans (IEPs) who require accommodations or special provisions.
STEP 5
Identify students requiring exemptions.
STEP 6
Complete CTSs and SIFs.
STEP 7
Store completed CTSs and SIFs in secure location.
STEP 8
Determine administration schedule.
STEP 9
Receive Shipment 2.
STEP 10
Keep materials confidential and secure.
STEP 11
Review *Steps and Teacher's Scripts*.
STEP 12
Complete Teacher Questionnaire.
LEGEND: Principal Teacher

STEP 13	Prepare assessment room.	●
STEP 14	Determine in-school marking policy.	■ ●
STEP 15	Distribute CTSs and SIFs to teachers.	■
STEP 16	Distribute assessment materials to teachers; check materials received.	■ ●
STEP 17	Distribute assessment packages to students.	●
STEP 18	Orient students and complete Student Questionnaire.	●
STEP 19	Label and collect envelopes.	●
STEP 20	Distribute envelopes containing assessment materials.	●
STEP 21	Administer assessment.	■ ●
STEP 22	Mark previously identified components.	●
STEP 23	Return all assessment materials to principal.	●
STEP 24	Photocopy CTSs and SIFs.	■
STEP 25	Prepare to return all assessment materials to EQAO.	■
STEP 26	Call UPS **by June 16, 2004,** at 1-800-742-5877 and keep record of shipment tracking number.	■

LEGEND: Principal ■ Teacher ●

Steps in Detail

Responsibility Checklist

STEP 1	Receive Shipment 1.	• Shipment 1 will arrive by courier between April 19 and 23, 2004. • Verify contents: – CTSs and SIFs – *Training to Administer* CD – *Steps and Teacher's Scripts* • If materials are missing, call EQAO (1-888-327-7377).
STEP 2	Read and distribute *Steps and Teacher's Scripts*.	• Distribute *Steps and Teacher's Scripts* to teachers and support staff. • Read *Steps and Teacher's Scripts*.
STEP 3	Train to administer.	• Arrange individual or group sessions to view *Training to Administer* CD at least one week before administration. ◎ • Train.
STEP 4	Identify students with IEPs who require accommodations or special provisions.	• Review requirements for accommodations and special provisions on *Training to Administer* CD or on EQAO's Web site (www.eqao.com). ◎ • Communicate with parents of students who will be accommodated or will receive special provisions. • Arrange necessary support for students.
STEP 5	Identify students requiring exemptions.	• Review requirements for exemption on *Training to Administer* CD or EQAO's Web site (www.eqao.com). • Identify students for whom exemptions will be recommended. • Send letters regarding exemptions to parents, and file signed letters. ◎

LEGEND: Principal Teacher CD ◎

Steps in Detail

			Responsibility Checklist	
STEP 1	Receive Shipment 1.	• Shipment 1 will arrive by courier between April 19 and 23, 2004. • Verify contents: – CTSs and SIFs – *Training to Administer* CD – *Steps and Teacher's Scripts* • If materials are missing, call EQAO (1-888-327-7377).	■	
STEP 2	Read and distribute *Steps and Teacher's Scripts*.	• Distribute *Steps and Teacher's Scripts* to teachers and support staff. • Read *Steps and Teacher's Scripts*.	■	●
STEP 3	Train to administer.	• Arrange individual or group sessions to view *Training to Administer* CD at least one week before administration. ◉ • Train.	■	●
STEP 4	Identify students with IEPs who require accommodations or special provisions.	• Review requirements for accommodations and special provisions on *Training to Administer* CD or on EQAO's Web site (www.eqao.com). ◉ • Communicate with parents of students who will be accommodated or will receive special provisions. • Arrange necessary support for students.	■	●
STEP 5	Identify students requiring exemptions.	• Review requirements for exemption on *Training to Administer* CD or EQAO's Web site (www.eqao.com). • Identify students for whom exemptions will be recommended. • Send letters regarding exemptions to parents, and file signed letters. ◉	■	

LEGEND: Principal ■ Teacher ● CD ◉

			Responsibility Checklist	
STEP 6	Complete CTSs and SIFs.	**Note:** The number of SIFs you receive is the same as the number of assessment packages that will be sent. Call EQAO at 1-888-327-7377 if you require additional materials. • Ensure forms are completed. The order of student barcoded ID numbers on the CTS matches the order in which the SIFs are delivered. **Class Tracking Sheet** The CTS is the record EQAO uses to produce student reports. For classes with students in both applied and academic programs, a separate CTS is provided for each program. Do not list students in locally developed (essentials) programs on the CTS. • Use class list to account for every student registered in class. • Neatly print each student's first and last names and OEN beside a student barcoded ID number. You may use 4" × 1" name labels printed in 10-point font or larger. • Record all students, even those who will be exempted. Ensure that the exemption is indicated on Student Information Form. **Student Information Form** Complete one SIF for each student enrolled in the class and recorded on the CTS. • **Ensure last four digits of student barcode match last four digits of student barcode on CTS.** • Use HB pencil to complete form. • Enter information in appropriate sections of form prior to assessment.	■	●
STEP 7	Store completed CTSs and SIFs in secure location.	• Keep materials locked away securely at all times when not in use for administration.	■	

LEGEND: Principal ■ Teacher ● CD ◉

			Responsibility Checklist	
STEP 8	Determine administration schedule.	• Plan administration schedule. • The assessment will take approximately 170 minutes. Ideally, it will be administered over consecutive mathematics periods. • All schools without *Booklet 4* may choose a two- or four-day schedule. Schools completing *Booklet 4* may choose a three- or five-day schedule. **Two- or Three-Day Schedule** **Day One** *Booklet 1* (Multiple-Choice) 30 min *Booklet 2*, Part I (Tasks) 40 min **Day Two** *Booklet 3* (Short Answer) 30 min *Booklet 2*, Part II (Tasks) 40 min **Day Three** *Booklet 4* 30 min **Four- or Five-Day Schedule** **Day One** *Booklet 1* (Multiple-Choice) 30 min **Day Two** *Booklet 2*, Part I (Tasks) 40 min **Day Three** *Booklet 3* (Short Answer) 30 min **Day Four** *Booklet 2*, Part II (Tasks) 40 min **Day Five** *Booklet 4* 30 min Times indicate student time on-task. Additional time will be required to distribute materials and provide instruction.		
STEP 9	Receive Shipment 2.	• Shipment 2 will arrive by May 23, 2004, and will contain all student assessment materials.		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 9 Cont'd	Receive Shipment 2.	• Ensure that all administrative staff and custodians are alerted to watch for arrival of these materials. • All assessment materials are itemized on Packing/Return List. Check contents of tote box(es) on arrival. • Log all materials received on Packing/Return List, including quantity of each item. • If you receive partial shipment, wait two days after receiving first tote box(es) for full shipment to arrive. • If all materials have not arrived after two days, call EQAO (1-888-327-7377). • Store tote box(es) and packing materials for return of assessment materials to EQAO.		
STEP 10	Keep materials confidential and secure.	• Keep materials strictly confidential; do not photocopy. • Ensure students and teachers uninvolved in administration of assessment have no contact with materials. • If security breach occurs or is suspected, notify EQAO immediately (1-888-327-7377).		
STEP 11	Review *Steps and Teacher's Scripts*.	• Review *Steps and Teacher's Scripts* prior to administration of assessment. They are required procedures that ensure consistency in administration of each assessment component.		
STEP 12	Complete Teacher Questionnaire.	• Complete questionnaire according to instructions provided. • If you are teaching both applied and academic classes, complete **one** questionnaire—for the program that has the **larger** number of students. • Use HB pencil. • Return completed questionnaire to principal (use sealed envelope labelled "Teacher Questionnaire" if you wish confidentiality).		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 13	Prepare assessment room.	• Arrange for appropriate room and seating to ensure that students work independently. • Remove from walls any mathematics material that is directly instructional in nature (e.g., definitions of mathematical terms). • Review Key Words and Phrases in Instructions sheet and formula sheet (you may wish to post these).		●
STEP 14	Determine in-school marking policy.	• Identify component(s) of the assessment for in-school marking. Since versions of *Booklet 4* vary, do not choose it for marking. You may use all components of *Booklets 1, 2* and *3*; however, you may **not** photocopy the booklets for marking or any other purpose. Do not make any marks whatsoever in the booklets. **Note:** For in-school marking, use the package of materials marked "TEACHER" on the CTS.	■	●
STEP 15	Distribute CTSs and SIFs to teachers.	• Before distributing forms to teachers, examine all classes' forms to ensure they are complete and that last four digits of each student's CTS barcode match last four digits of student's SIF barcode. • If, before assessment begins, you find a student listed on a CTS who is no longer enrolled in the class, cross the name off CTS, put an X through the entire front side of SIF and write "VOID" across it in large letters.	■	
STEP 16	Distribute assessment materials to teachers; check materials received.	**Note:** The assessments are different for students in applied and academic programs. • Ensure you have received correct materials for your class(es). **Note:** Students completing a *Booklet 4* with a graphing calculator icon on the cover will require a graphing calculator. • Ensure that a scientific calculator or a graphing calculator is available for each student in your class(es).	■	●

LEGEND: Principal ■ Teacher ● CD ◉

			Responsibility Checklist	
STEP 16 Cont'd	Distribute assessment materials to teachers; check materials received.	• Review completed CTS to ensure all students are listed. • Do not open individual student packages. **Note:** A teacher's package of assessment materials is provided. This is the first package listed on the CTS. **Do not allow a student to use this package unless EQAO expressly gives authorization.**	■	●
STEP 17	Distribute assessment packages to students.	• Use CTS to distribute student packages. • Ensure that last four digits of student barcode on CTS and student package match. • You may use "completion checklist" on CTS to keep track of booklets each student completes. Use of checklist is optional. • Check that each sealed student package contains following materials: – Student Questionnaire – Formula sheet – Student Answer Sheet—*Booklet 1* – Student Answer Sheet—*Booklet 4** – *Booklet 1* (multiple-choice) – *Booklet 2* (tasks) – *Booklet 3* (short answer) – *Booklet 4*** (contents of *Booklet 4* vary) – Envelope – (for French Immersion classes only) a *Glossaire de termes mathématiques* * Only for students receiving a *Booklet 4* with multiple-choice. ** Only some schools will receive *Booklet 4*.		●
		If a student's package is incomplete, • replace incomplete package if you have an additional package; • make appropriate changes on CTS: beside original student barcode, cross out student's name and OEN; write student's name and OEN beside the new student barcode;		

LEGEND: Principal ■ Teacher ● CD ◎

			Responsibility Checklist	
STEP 17 Cont'd	Distribute assessment packages to students.	• complete new SIF with new barcode and • put an X through the entire front side of original SIF and write "VOID" across it in large letters. Ensure extra packages **are not** opened. Return these packages to EQAO. **Note:** If you need additional materials, call EQAO at 1-888-327-7377 immediately.		●
STEP 18	Orient students and complete Student Questionnaire.	**Orientation** The student orientation will take approximately 30 minutes. • Use script in Teacher's Scripts. • Students will work independently on all components. Inform students of required materials (scientific calculators, pencils, erasers, rulers, protractors and paper for rough work in multiple-choice section). **Student Questionnaire** • Read instructions in Teacher's Scripts. Emphasize correct way to fill in circles. • If required, read questions to students, allowing time to fill in circles. • Collect completed Student Questionnaires. • Place questionnaires in secure location.		●
STEP 19	Label and collect envelopes.	• Have students label their envelopes and enclose all remaining assessment materials in their envelope. • Collect envelopes and store in secure location.		●
STEP 20	Distribute envelopes containing assessment materials.	• Hand out envelopes containing assessment materials according to names written on them.		●

LEGEND: Principal ■ Teacher ● CD ◉

			Responsibility Checklist	
STEP 21	Administer assessment.	Oversee the administration of the assessment. Administer the assessment. • Read Teacher's Scripts to students. Do not read italicized parts aloud. • Never leave room unattended once materials have been distributed. In case of emergency, instruct students to leave materials on their desks and to exit immediately. When they return, instruct them to return to work. • Remind students to plan their time so that they can complete each component. • Do not translate or explain terms or questions for students. • Do not influence students' responses. • Do not correct students' work. • As students work through assessment, – encourage them to attempt all items; – ensure that graphing calculators are available for students working in versions of *Booklet 4* that have graphing calculator icon on cover and – ensure that materials and activities are available for those who complete a task before time is up. • Collect **each booklet** when the class completes it. • Ensure that **Student Answer Sheets** are collected and kept separate from booklets. **Answer sheets placed in booklets may result in students' not receiving marks.** • At end of each day's assessment period, collect envelopes. • Put envelopes, completed booklets and Student Answer Sheets in secure place. It is very important that barcodes not be altered. **Please do not attempt to change barcodes.** The alteration of barcodes may affect		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 21 Cont'd	Administer assessment.	the accuracy of the student's ISR. EQAO is aware that on rare occasions barcodes are mismatched. If this occurs, call EQAO at 1-888-327-7377 and indicate that you have a barcode problem. You will be told how to correct the problem.		
STEP 22	Mark previously identified components.	• Do not write comments or make marks on booklets. • Do not photocopy students' work. • Do not choose *Booklet 4* for marking.		
STEP 23	Return all assessment materials to principal.	• Bundle all unused student packages together. • Ensure that a SIF is completed for each student listed on CTS. • Bundle all Student Answer Sheets together. • Bundle all Student Questionnaires together. • Bundle all completed *Booklet 1*s together and secure with elastic. • Follow same procedure for *Booklets 2, 3* and *4*. • Bundle all materials and booklets used for in-school marking of students' work. • Include completed Teacher Questionnaire (in envelope for confidentiality, if desired). • Include unused student packages. • **Include teacher booklets.**		
STEP 24	Photocopy CTSs and SIFs.	• Photocopy CTSs. • Photocopy all SIFs (recommended). • Put original SIFs and original CTSs in the envelope marked Tracking Sheets and Student Information Forms. • Store copies in office. • Place originals with materials to be returned to EQAO.		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 25	Prepare to return all assessment materials to EQAO.	• Indicate on Packing/Return List total quantity of each item being returned. Quantity of materials returned must equal quantity sent to school. • Photocopy completed Packing/Return List and store copy in secure place. • Include original Packing/Return List with materials being returned. • Bundle all Student Answer Sheets for all classes and put them in Student Answer Sheet envelope. • Place all assessment booklets, Student Answer Sheet envelopes, teacher booklets, Student Questionnaires, Teacher Questionnaires and envelopes marked Tracking Sheets and Student Information Forms in tote box(es) provided. Fill free space in box(es) with original packing material. Seal all materials as indicated on Packing/Return List. • Affix Return Service label(s) to tote box(es). • Please confirm that correct Return Service label is affixed to each tote box: match the tote box ID on the Return Service waybill with the one on the tote box. • Keep the following on file in school: – photocopy of CTS for each class participating in assessment; – photocopies of all SIFs (recommended); – signed consent forms for any students exempted from assessment and – photocopy of completed Packing/Return List.	■	
STEP 26	Call UPS at 1-800-742-5877 and keep record of shipment tracking number.	• Seal tote box(es). • Call UPS for pickup on completion of assessment and no later than **June 16, 2004.** • Record date of pickup. • Keep copy of UPS waybill and tracking number. ◉	■	

LEGEND: Principal ■ Teacher ● CD ◉

One or Two Days Before the Assessment

Orientation

Read the following to your class at least one day before the assessment. This leaves time to answer general questions about the assessment and to have students complete the Student Questionnaires.

- ❑ The Grade 9 Assessment of Mathematics will take place during your math classes on _____, 2004.
- ❑ (*Optional:* Some components will be used for your class mark.)
- ❑ You will work independently on all components of the assessment.
- ❑ All components will be marked, and results will be reported to you and your parents.
- ❑ It is important that you do your best on the assessment.
- ❑ You will need to bring some supplies to class on the days of the assessment. These supplies are
  - ❍ sharpened HB pencils;
  - ❍ an eraser;
  - ❍ a ruler;
  - ❍ a protractor and
  - ❍ a scientific calculator or, if you have one, a graphing calculator (you must have at least a scientific calculator).
- ❑ Bring a book with you to class to read on the days of the assessment in case you finish before the specified time.

Distribute the packages to the students. Ensure that the student barcodes on the packages match the numbers assigned to the students on the CTS.

Note: *Read the text in square brackets only if your school has received* Booklet 4.

- ❑ Open your packages.
- ❑ In your package, you should have the following items:
  - ❍ a Student Questionnaire;
  - ❍ a formula sheet;
  - ❍ a Student Answer Sheet—*Booklet 1;*
  - ❍ [a Student Answer Sheet—*Booklet 4* if you have a *Booklet 4* with multiple-choice;]
  - ❍ *Booklet 1;*
  - ❍ *Booklet 2;*
  - ❍ *Booklet 3;*
  - ❍ [*Booklet 4;*]
  - ❍ an envelope and
  - ❍ (for French Immersion classes only) a *Glossaire de termes mathématiques.*

Note: *Some students will have a* Booklet 4 *that contains multiple-choice questions. Only these students will receive a multiple-choice answer sheet for* Booklet 4. *The last four digits of the barcode on this answer sheet should match the last four barcoded digits on the student's* Booklet 4.

- ❑ Check to ensure that the last four barcode digits are the same on each booklet and on the Student Answer Sheet.

  Let me know if you are missing any items or if your booklets don't match.

If a student is missing an item, give the student a completely new package and make the appropriate changes on the SIF and on the CTS. See Step 17.

If a student has a barcode mismatch, refer to page 2 of this guide, The Importance of Barcodes.

- ❑ ***For schools that have received*** **Booklet 4:** Look at the cover of *Booklet 4*. Raise your hand if there is a graphing calculator icon on the cover.

  Note the names of these students. These students will require a graphing calculator for Booklet 4.

Student Questionnaire

- ❑ Find your copy of the Student Questionnaire. This is the only document we will be working on today.

- ❑ Put the remaining material in the envelope and write your name on the outside of the envelope.

- ❑ I will read the instructions to you:

Read the following introduction and directions to the students:

This questionnaire should take less than 10 minutes to complete. Its purpose is to gather information about your background and attitudes toward mathematics. The information will help us understand student achievement results. Your responses will remain completely confidential.

Read each question carefully. With a **pencil,** fill in the circle that best describes your response. Make sure the circle is entirely filled in, as in the example here: ●. If no answer seems exactly right, fill in the circle with the response closest to what you want to say. If you wish to change one of your answers, completely erase the error and fill in the appropriate circle.

Assist the students in filling in the questionnaire. Collect the questionnaires when students have completed them.

Collect the envelopes and store them in a secure location.

First Assessment Period

Distribute the student envelopes.

- ❑ Today we are starting the first part of the Grade 9 Assessment of Mathematics. It is important that you do your best work. Since this is an assessment, I cannot help you understand the questions.
- ❑ You can use your scientific calculator for all parts. If you have a graphing calculator, you may use it.

Booklet 1 (Multiple-Choice) (30 minutes)

- ❑ Take out *Booklet 1* and the Student Answer Sheet.
- ❑ Today you will be working on multiple-choice questions.

Ask students to open their booklets to the first page and to follow along as you read aloud the Directions to Students About Answering Multiple-Choice Questions.

- ❑ Mark all answers on the Student Answer Sheet.
- ❑ Use an HB pencil to answer questions.
- ❑ Use your scientific calculator, or your graphing calculator if you have one.
- ❑ You may use the formula sheet at any time.
- ❑ You will have 30 minutes to complete the questions. I will tell you when 15 minutes have passed.
- ❑ When you see the stop sign, you have completed the multiple-choice section. Check your answers, and wait quietly for directions.

After 15 minutes

- ❑ You have 15 minutes left.

After 30 minutes

- ❑ Stop working. Close your booklet.

Collect the Student Answer Sheets and Booklet 1s *separately.*

If you are stopping for the day, ask students to place all other materials in their envelopes. Collect the envelopes and store them in a secure location.

Second Assessment Period

Distribute the student envelopes, if necessary.

Booklet 2, Part I (Tasks) (40 minutes)

- ❑ Take out *Booklet 2.*
- ❑ You will now be working on extended-response tasks 1, 2 and 3.

Read Directions to Students About Answering Tasks aloud.

- ❑ Show all of your work and include words, numbers, graphs, diagrams, symbols, charts and/or pictures to explain your thinking.

- ❑ Use the Key Words and Phrases in Instructions sheet in the front of your booklet as a guide.

Read the Key Words and Phrases in Instructions sheet aloud to your students.

- ❑ You may use the formula sheet at any time.
- ❑ You will have 40 minutes to complete these three tasks. Make sure you plan your time carefully. The first two tasks are 15-minute tasks and the last one is a 10-minute task.
- ❑ When using your scientific calculator or your graphing calculator, write down the numbers and the operations.
- ❑ Do not work past the stop sign.

After 15 minutes

- ❑ Fifteen minutes have passed.

After 30 minutes

- ❑ You have 10 minutes left.

After 40 minutes

- ❑ Stop working.
- ❑ Close your booklet and place it in your envelope.
- ❑ Make sure all assessment materials are in your envelope.

Collect the envelopes and store in a secure location.

Third Assessment Period

Distribute student envelopes.

Booklet 3 (Short Answer) (30 minutes)

- ❑ Today we will begin working on the short answer items in *Booklet 3*.
- ❑ Take out *Booklet 3*.
- ❑ These items require you to think, but they do not require a long answer.
- ❑ You may use your scientific calculator or your graphing calculator.

Read Directions to Students About Answering Short Answer Items aloud.

- ❑ You will have 30 minutes to complete the items. I will tell you when 15 minutes have passed.
- ❑ Refer to the Key Words and Phrases in Instructions sheet and the formula sheet as needed.
- ❑ Open your booklet and begin to work.

After 15 minutes

- ❑ You have 15 minutes left.

After 30 minutes

- ❑ Stop working. Close your booklet.

Collect the booklets.

If you are stopping for the day, ask students to place all materials in their envelopes. Collect the envelopes and store in a secure location.

Fourth Assessment Period

Distribute the student envelopes, if necessary.

Booklet 2, Part II (Tasks) (40 minutes)

- ❑ Please take out *Booklet 2*.
- ❑ You will now work on extended-response tasks 4, 5 and 6.

Review the Directions to Students About Answering Tasks with the students.

- ❑ Show all of your work and include words, numbers, graphs, diagrams, symbols, charts and/or pictures to explain your thinking.
- ❑ Remember to refer to the Key Words and Phrases in Instructions sheet and your formula sheet.
- ❑ When using your scientific calculator or your graphing calculator, write down the numbers and the operations.
- ❑ You will have 40 minutes to complete these three tasks. Make sure you plan your time carefully. The first two tasks are 15-minute tasks and the last one is a 10-minute task.

After 15 minutes

- ❑ Fifteen minutes have passed.

After 30 minutes

- ❑ You have 10 minutes left.

After 40 minutes

- ❑ Stop working. Close your booklet.

Collect the booklets.

- ❑ Place all of your materials in your envelope.

Collect the envelopes.

*For classes **not** completing* Booklet 4, *read the following.*

- ❑ You have now completed the assessment.
- ❑ (*Optional:* I will be reviewing your work on this assessment and will be using some components for your mark for the course.)
- ❑ EQAO will provide an Individual Student Report to you and your parents in the fall.

Fifth Assessment Period [For schools receiving *Booklet 4*]

Booklet 4 (30 minutes)

Ensure graphing calculators are available for students identified as needing them on the first day.

Distribute the envelopes.

***Note:** The content of* Booklet 4 *may vary from student to student. There are several versions of this booklet being administered. Booklets will contain multiple-choice questions, short answer questions or tasks. Only students receiving a* Booklet 4 *of multiple-choice questions will receive a Student Answer Sheet for this booklet. The last four barcoded digits on a student's* Booklet 4 *materials should match the last four barcoded digits beside his or her name on the CTS.*

- ❑ Today we will be working on the last component of the assessment.
- ❑ Take out *Booklet 4*. If there is a graphing calculator icon on the cover, you will need to have a graphing calculator to complete the booklet.
- ❑ Remember to refer to the Key Words and Phrases in Instructions sheet and your formula sheet.
- ❑ You have 30 minutes to complete this booklet. I will tell you when 15 minutes have passed.

After 15 minutes

- ❑ You have 15 minutes left.

After 30 minutes

- ❑ Stop working. Close your booklet.
- ❑ You have now completed the assessment.
- ❑ (*Optional:* I will be reviewing your work on this assessment and will be using some components for your mark for the course.)
- ❑ EQAO will provide an Individual Student Report to you and your parents in the fall.

Collect the booklets.

The envelopes and formula sheets can now be reused or recycled.

Grade 9 Administration Policies

Confidentiality and Security of Materials

Assessment materials must be kept secure. Keep assessment materials strictly confidential; do not discuss them with anyone or photocopy them.

Student Participation, Absences and Lateness

All students enrolled in Grade 9 applied or academic mathematics classes in publicly funded schools must participate.

If students are absent during the assessment, teachers should have these students complete the assessment when they return, if this is possible within the prescribed time limits.

If a student moves out of the school during the assessment, collect all of his or her materials and return them to EQAO.

If a student is late for class, the teacher should have the student begin the assessment when he or she arrives. If possible, allow late students the full time allotted for each component of the assessment.

In-School Marking of Student Work

Teachers have the option of marking their own students' work on this assessment prior to submitting it to EQAO for centralized marking. This option provides teachers with an opportunity to measure their students' proficiency, and the evaluation may be used in calculating students' grades for the course (in compliance with Ministry of Education Report Card policies). EQAO recommends that attention be paid to all the components (multiple-choice, short answer and tasks), instead of one component only. Since a number of versions of *Booklet 4* will be administered to students in each class, do not select this booklet for in-school marking.

The marking methodology used is up to the teacher and/or school. No marks are to be made on student booklets, and student booklets must not be photocopied. All materials must be returned to EQAO by the return dates provided with the materials.

Do not share answer keys electronically. Shred all answer keys when finished marking.

Students Studying Mathematics in French

Students in French Immersion and Extended French programs will participate in the English-language assessment. English/French and French/English glossaries of mathematical terms will be provided **(see Appendix B).**

Teacher Absences

Teachers who have participated in the Training to Administer should administer the entire assessment to the students. In the case of an unavoidable absence, another teacher, under the supervision of the principal, may administer the assessment.

Quality Assurance

As part of EQAO's Quality Assurance procedures, an observer representing EQAO will visit selected classes. The observer will notify the school by phone and will present a letter of identification to the principal.

The Quality Assurance observers do not judge teacher performance; they are there to observe the administration of the assessment. Individual school boards, schools and teachers are not identified in the Quality Assurance reports. The observer may ask to interview the principal and one or more teachers administering the assessment.

EQAO Policy on the Duty to Report Child Abuse

Students sometimes write about personal issues, including physical, emotional or sexual abuse. Under provincial law, professionals dealing with children, including teachers and school principals, have a duty to report suspicions of child abuse to the Children's Aid Society. According to the *Child and Family Services Act*, the duty to report also applies where there are reasonable grounds to suspect patterns of child neglect. These same duties to report, which are also addressed in school boards' child abuse prevention policies, apply to teachers and principals involved in administering the assessment or marking student work. If these or other professionals engaged in work for EQAO have reasonable grounds to suspect child abuse or neglect, they are obliged to report their suspicion and the information on which it is based directly to the Children's Aid Society. EQAO has procedures in place to facilitate reporting by markers during the centralized marking process.

EQAO Policy on Offensive Language

Student work that contains offensive language or obscene or racist graphic depictions will not be marked. The student's principal will be informed and asked to take appropriate action.

Prompt Return of Materials

Booklets and all other assessment materials must be returned to EQAO by June 16, 2004. Due to the tight turnaround time between the end of the assessment and the beginning of summer marking, EQAO requests that you call UPS and schedule a pickup of your material as soon as you have completed the assessment.

Accommodations for Students with Special Needs

Definition of Terms

Students with special needs

"Students with special needs" are students with IEPs who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC).

The IEP of a student with special needs must list the specific accommodations required to facilitate the student's demonstration of achievement during regular classroom and provincial assessments. This ensures the consistent use of assessment accommodations throughout the school year, not just during EQAO assessments. Additional information on provincial assessments and IEPs is available in Sections 7.1 and 7.2 of the Ministry document *Individual Education Plans.*

Accommodations

"Accommodations" are supports and services that enable students with special needs to demonstrate their competencies in the skills being measured by the assessment.

Accommodations change the way in which the assessment is administered or the way in which the student responds to the various components of the test, without altering the essential purpose and content of the assessment or affecting the meaning or validity of the assessment results.

Except for accommodations that alter the setting or the time allowed for the assessment, accommodations are means of accessing written text and graphics and/or means of responding to them.

Modifications

The term "modifications" refers to supports and services that differ from accommodations in that they alter the meaning of the assessment results by changing the level of difficulty of the assessment. Such supports and services include adaptations or alterations of the assessment content and teacher assistance in the form of clarification or explanation of parts of the assessment.

The nature of the assessment and the conditions imposed on its administration by the standards of practice for large-scale assessments are such that certain strategies that are appropriate in a classroom setting are in fact modifications and are not allowed for this assessment.

Examples of strategies that are appropriate in a classroom instructional or assessment context but are **not allowed** for the Grade 9 Assessment of Mathematics are clarifying questions for students, encouraging students to question for clarification and additional information, and encouraging oral discussion prior to work on the tasks.

So that all students can become familiar with the types of instructions and questions and the language and layout of the assessment, EQAO has posted sample assessment items and student responses on its Web site (www.eqao.com). Included are directions to students about responding to multiple-choice questions, short answer items and tasks. Short answer and task booklets will also contain Key Words and Phrases in Instructions sheets for students to refer to during the assessment.

Guiding Principles

All Grade 9 students in applied or academic mathematics programs will participate in the Grade 9 Assessment of Mathematics. Students in locally developed (essentials) programs will not participate.

Students with special needs must be accommodated.

Schools must adhere to the EQAO policy on accommodations to ensure consistency and fairness across the province and from one year to the next.

Accommodations must not change the nature, content or validity of the assessment.

Procedures for Accommodations

Accommodations must be made for students with special needs (see definitions on page 24). Students qualifying for accommodations **may or may not** have been formally identified as exceptional by an IPRC.

Decisions about accommodations must

- ❑ always be made on an individual student basis;
- ❑ be made by the principal in consultation with appropriate staff (including special education resource services staff, where appropriate);
- ❑ be made prior to the assessment;
- ❑ take into consideration all accommodations included in the student's IEP that are also listed in this document for use on the assessment;
- ❑ be clearly communicated to the student and parents prior to the writing of the assessment and
- ❑ be recorded on the SIF.

Human resources required for the implementation of accommodations

In some cases, personnel may be required to assist with the implementation of accommodations for students with special needs.

See Appendix C for direction on the qualifications and roles of people assisting with accommodations.

Accommodations Permitted

Note: To ensure the integrity of the assessment and the equitable participation of all students, only the accommodations listed below may be provided for students with special needs. In each case, the accommodation provided must be specified in the student's IEP.

If an accommodation included in the student's IEP conforms to the definition of "accommodations" on page 24 but is not included in the following list, a written request for the use of this accommodation may be faxed, e-mailed or mailed to the Chief Assessment Officer of EQAO at

fax:	416-325-2956
e-mail:	secondary@eqao.com
mail:	2 Carlton Street Suite 1200 Toronto ON M5B 2M9

This includes requests for extra time beyond double the time allowed for the test.

1. Setting

- ❑ Students may be provided with an individual or small-group setting in a separate location or familiar space.
- ❑ Individual study carrels may be provided.
- ❑ Students may be given preferential seating within the regular classroom.
- ❑ Special lighting may be provided.
- ❑ Assistive devices or adaptive equipment (such as special pens or pencil grips or a device to support the student's arm for printing, writing or keyboarding) may be provided.

2. Timing

- ❑ Additional time for the assessment beyond the time assigned is permitted, but not more than double the time. Each component must be completed within the assessment day.
- ❑ Periodic supervised breaks may be provided. The duration of the breaks will not be deducted from the time allowed for the component on which the student is working.
- ❑ For students with severe attention problems, prompts may be given solely for the purpose of drawing the student's attention back to the assessment. **See Appendix C for direction on the use of prompters.**

3. Presentation and test format

- ❑ When reading from the Teacher's Scripts, teachers may not change or explain any of the instructions that they read to the students. They may repeat instructions.
- ❑ Teachers must not explain or change the instructions or questions in the student booklets.
- ❑ The assessment may be presented in Braille or large-print versions.
- ❑ The use of American Sign Language, signed language or an oral interpreter is permitted for the instructions in the Teacher's Scripts.
- ❑ Verbatim reading of the instructions and questions is permitted. **See Appendix C for direction on verbatim reading.**
- ❑ An audio version (CD or tape) of the test is permitted for visually impaired students.
- ❑ Coloured paper (blue, green or yellow) is permitted and must be requested on the School Verification Report (SVR).
- ❑ An electronic format may be used. A single-sided hard copy will be provided for scanning when requested on the SVR.

Principals must indicate on the SVR the number of Braille, large-print, single-sided hard copy and audio versions of the test required. This will allow EQAO to supply the required versions of the test and to monitor their use across the province.

4. Response format

- ❑ Provisions may be made for students who require extra space for their responses to the assessment questions and tasks. Their responses may be stapled into the student booklets. Please note that the teacher **must** write the booklet barcode on each of the extra pages.
- ❑ The use of the following:
  - a Brailler;
  - a speech synthesizer or Bliss board;
  - text-to-voice software, such as Dragon Naturally Speaking, or
  - augmentative alternative communication

  is permitted when

  i) the student has a special need that affects written expression, such that the student cannot translate thoughts into written language even though he or she can express thoughts orally or

  ii) the student has a special need that affects written output, and the time constraint of the on-demand task will inhibit the required performance.
- ❑ If the student has a special need that affects small motor control, and his or her handwriting is illegible and would be unintelligible to the marker, thus preventing an appropriate assessment, and the accommodation is included in the student's IEP, the student may be accommodated with

- verbatim scribing of the responses;
- tape recording for later transcription or
- a computer or word processor.

See Appendix C for direction on verbatim scribing.

Special Provisions for English as a Second Language (ESL) or English Literacy Development (ELD) Learners

Special provisions may be made for students taking part in the Grade 9 Assessment of Mathematics who are ESL or ELD learners (ESL, Levels 1 to 4; ELD, Levels 1 to 4; and Bridge to English—ESL, Level 5).

Please note: If there is no ESL or ELD program available to a student but he or she would qualify for one of the above-listed programs if it were offered in the school, the student may be given special provisions.

Decision-Making Steps

The decision about any special provisions must be made on an individual basis:

- ❑ Consider each student's situation prior to the administration of the assessment.
- ❑ Ensure consultation takes place among the principal, teacher and appropriate staff before deciding if the student is a candidate for special provisions.
- ❑ Inform the parents.
- ❑ Record all special provisions on the SIF.

Special Provisions Permitted

- ❑ Periodic supervised breaks (the duration of the breaks will not be deducted from the time allowed for the component on which the student is working);
- ❑ Additional time for the assessment beyond the time specified, but not more than double the time (each component must be completed within the assessment day);
- ❑ Verbatim reading of questions and
- ❑ An individual or small-group setting in a separate location or familiar space, or an individual study carrel.

Special Cases

When a student transfers into the school from another province or country a very short time before the test dates and there is no time to develop an IEP for the student, and there is documentation to show that an accommodation is necessary, the principal of the school may grant permission for one or more accommodations. The SIF must indicate that the student does not have an IEP, and the accommodation given must be noted on the form. Only accommodations listed in this document are permitted. The principal is responsible for maintaining a record of the circumstances necessitating the accommodation and the type of accommodation provided, for verification by EQAO.

An IEP should be developed for the student at the first opportunity. In some cases, an exemption should be considered.

Students who would not usually require an accommodation, but have a temporary injury or condition that would otherwise preclude participation in the assessment (e.g., a hand injury that requires the student's work to be scribed), may be granted permission by the principal for one or more permitted accommodations. These accommodations do not require an IEP but must be documented on the SIF. The principal is responsible for maintaining a record of the circumstance and the type of accommodation provided, for verification by EQAO. If a permitted accommodation that will allow the student to participate in the assessment cannot be provided, then an exemption should be considered.

Exemptions

Students with Special Needs

An exemption may be considered if the full range of permitted accommodations has been considered and it is determined that the student still would not be able to provide evidence of learning under these conditions.

Decision-Making Steps

The decision about any exemption must be made on an individual basis:

- ❑ The teacher, principal and appropriate student services personnel consult with one another and with the parents about the exemption. The parents and student should be informed that the assessment activities are part of the classroom instruction during the period of the assessment.
- ❑ The principal asks the parents for informed, signed consent. If consent is obtained, the principal keeps the signed consent form in the school office (do not send it to EQAO). The exemption is noted on the SIF.
- ❑ If consent is not obtained, the student participates in the assessment and may be considered for accommodations. All accommodations are recorded on the SIF.

ESL or ELD Learners

ESL or ELD learners who have not yet acquired a sufficient level of proficiency in English to complete the assessment, even with special provisions, should be exempted.

Decision-Making Steps

The decision about any exemption must be made on an individual basis:

- ❑ The principal contacts the parents to obtain informed, signed consent. If consent is obtained, the principal keeps the signed consent form in the school office (do not send it to EQAO). The exemption is recorded on the SIF.
- ❑ If consent is not obtained, the student participates in the assessment and may be considered for special provisions. Special provisions are recorded on the SIF.

The Education Quality and Accountability Office

EQAO is an independent, arm's-length agency established by the Government of Ontario. Its purpose is to promote greater accountability and better quality in Ontario's publicly funded school system.

The role of EQAO is to

- design and implement a comprehensive program of student assessment within government-established guidelines;
- develop and implement a system for measuring the quality of education in Ontario;
- manage Ontario's participation in national and international assessments;
- promote research in best practices in assessment and accountability;
- conduct quality reviews in co-operation with school boards and
- report to the Minister of Education, the public and the education community on system quality issues, and recommend improvements.

Development of the Assessment

EQAO has developed the assessment in collaboration with teams of Ontario teachers, consultants, principals and university professors. These educators have contributed their expertise in mathematics, their knowledge of *The Ontario Curriculum, Grades 9 and 10: Mathematics,* their experience with equity issues, their knowledge concerning students with special needs and their technical knowledge pertaining to validity and reliability.

EQAO's commitment to both accountability and improvement has led to the following criteria for the Grade 9 Assessment of Mathematics. The assessment must

- be of high quality, to ensure that reliable information about student achievement is obtained;
- ask students to work independently to complete challenging tasks across the mathematics curriculum;
- give a broad view of students' knowledge and skills in mathematics and
- contribute to student learning.

Components of the Assessment

All of the following components of the assessment must be completed by a student in order for the student to be provided with an ISR. If all components are not completed, there may be insufficient data on which to report.

Tasks

Students will complete three tasks in each of two 40-minute mathematics classes. Each task is a collection of related questions based on one or two strands. Each task will provide information on the student's performance in one or more strands and in all four categories.

Short Answer Items

Students will solve 10 items over a 30-minute period. Each short answer item is related to a single strand and a single category. These questions will require students to think mathematically but will require minimal written response.

Multiple-Choice Questions

Students will solve 24 questions over a 30-minute period. Each multiple-choice question is related to a single strand and a single category. These questions provide students with an opportunity to demonstrate their understanding without having to show their work. The questions will assess student work on components of the curriculum that can be easily measured through multiple-choice questions.

Additional Component

In some schools, students will also be asked to complete *Booklet 4*, an additional 30-minute component. Multiple versions of this booklet will be distributed in each class. Since these booklets include items that will be used to establish the comparability of assessments and items being pilot or field tested for future assessments or support materials, it is important that students complete the booklet. **This component will not be included in student scores and should not be marked for classroom evaluation.** *Booklet 4* will contain questions of one type only: multiple-choice questions (with a corresponding Student Answer Sheet—*Booklet 4*), short answer questions **or** tasks.

Some versions of *Booklet 4* require students to use a graphing calculator. These booklets are identified by a graphing calculator icon on the cover (see Teacher's Scripts for details).

Reporting to Students and Parents

In the fall of 2004, EQAO will provide an ISR to each student who participated in the assessment. The ISR will indicate levels of achievement in mathematics. Samples of student work will be provided to assist teachers in the interpretation of reports. Directors of education for each district school board and school authority will receive board and school reports. EQAO will report on student achievement in the province and in school boards in the *Provincial Report on Achievement.*

Appendices

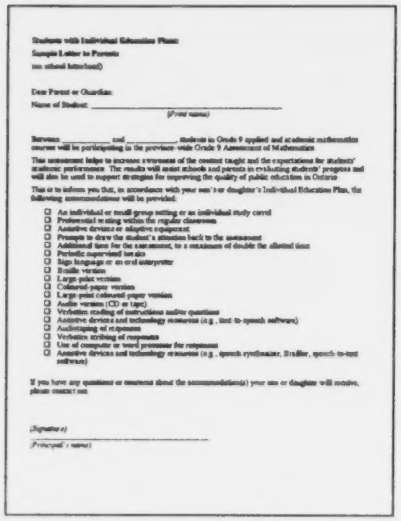
Appendix A—Sample Letters to Parents
Students with Individual Education Plans
Students Receiving Special Provisions
Recommending an Exemption

Appendix B—Sample Student Aids
Key Words and Phrases in Instructions
Formula Sheet
Glossaires de termes mathématiques : anglais – français, 9e année
Glossaires de termes mathématiques : français – anglais, 9e année

Appendix C—Human Resources Required for the Implementation of Accommodations for Students with Special Needs

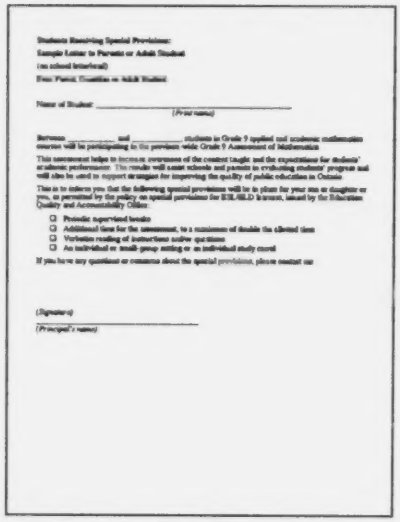
Appendix D—Sample Forms
Class Tracking Sheet
Student Questionnaire
Teacher Questionnaire
Student Answer Sheets
Student Information Form

Appendix A—Sample Letters to Parents

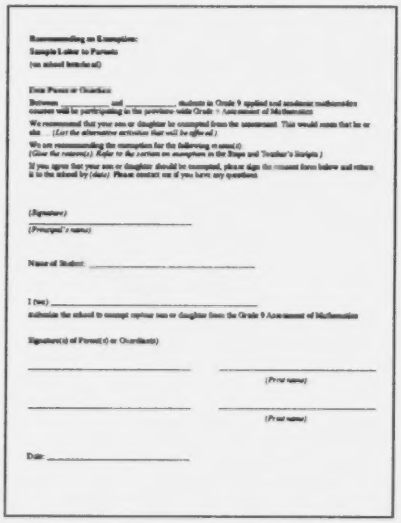


Students with Individual Education Plans

Note: Editable Microsoft Word versions of these letters are on the *Training to Administer* CD-ROM, in the 2_Related_Documents folder.



Students Receiving Special Provisions

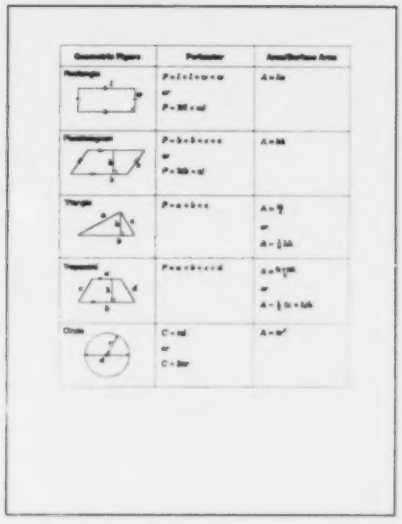


Recommending an Exemption

Appendix B—Sample Student Aids

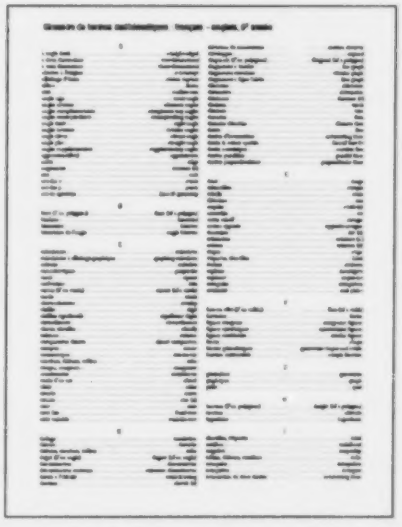
Note: Full PDF versions of these documents are on the *Training to Administer* CD-ROM, in the 2_Related_Documents folder.

Key Words and Phrases in Instructions



Formula Sheet

Glossaire de termes mathématiques : anglais – français, 9e année



Glossaire de termes mathématiques : français – anglais, 9e année

Appendix C—Human Resources Required for the Implementation of Accommodations for Students with Special Needs

Any person who is engaged to assist with the accommodations for one or more students and who is not a teacher must work under the direct supervision of a teacher or the principal. Only adults who are not relatives of students writing the test and who are not themselves students in the school may provide assistance in these circumstances. It is important that such people be given training and that the guidelines below be followed.

- ❑ The role of people who assist with the implementation of accommodations for students with special needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.
- ❑ These people shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) that are not given to all students writing the test.
- ❑ It is generally a good idea if the person who assists with the implementation of accommodations is known to the student. However, as noted above, the person must not be a relative.
- ❑ All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the Grade 9 Assessment of Mathematics as the teachers and principals involved in its administration.

Scribes

- ❑ The role of the scribe is to write and draw where necessary (by hand or using a typewriter or computer) the student's dictated answers to questions and to follow the student's instructions for the drawing of graphs or diagrams. The scribe must not in any way help the student to formulate answers to the questions. In the course of the assessment, the scribe
  - must not give any assistance or suggestions related to the content of the assessment;
  - must not give advice related to the order of the questions or the time to be spent on them;
  - must write, by hand or using a typewriter or computer, the student's answers and must follow instructions for the drawing of graphs or diagrams exactly as they are dictated by the student and
  - may read back what has been recorded, at the student's request.

Verbatim Readers

- ❑ The role of the verbatim reader is to read the instructions and questions exactly as they appear in the student booklets. The reader must not give any assistance or suggestions related to the content of the assessment, the order of the questions or the time to be spent on them. The verbatim reader may repeat the instructions and questions.

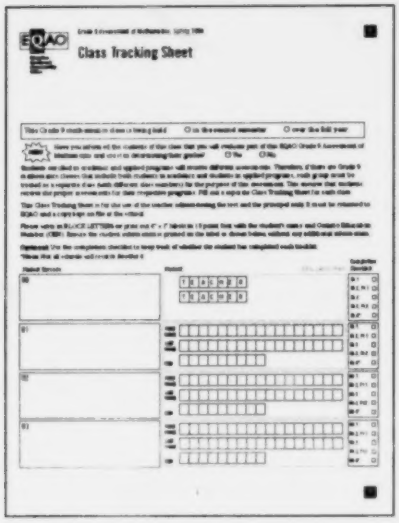
Transcription of Audiotaped or Brailled Student Responses

- ❑ EQAO will arrange for the transcription of audiotaped or Brailled student responses.

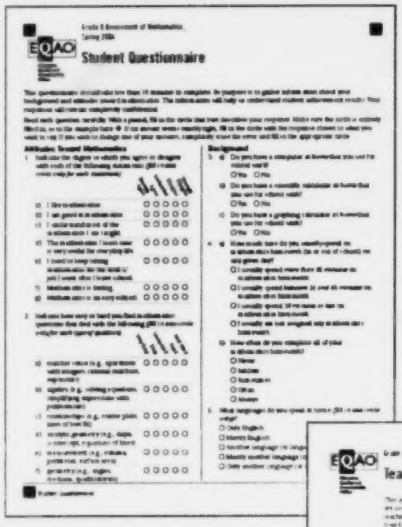
Prompters

- ❑ Prompters are allowed for students with severe attention difficulties. Since the sole purpose of a prompt is to draw the distracted student's attention back to the assessment, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance. The student's attention may be drawn back to the assessment through a pre-arranged signal such as a tap on the student's arm, shoulder or desk or through a verbal cue. The prompter may not draw the student's attention to a specific part of the student booklet. The prompter's role is to observe the student's behaviour, not to observe the quality or pace of the student's work.

Appendix D—Sample Forms

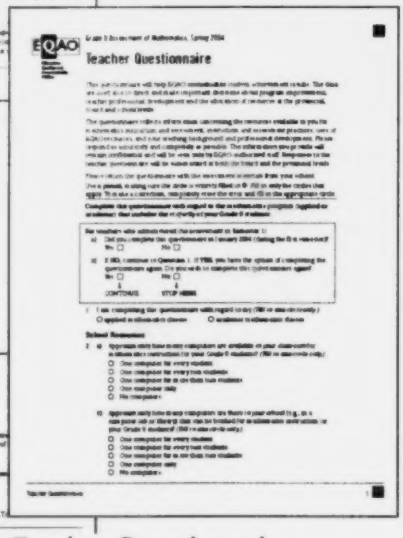


Class Tracking Sheet

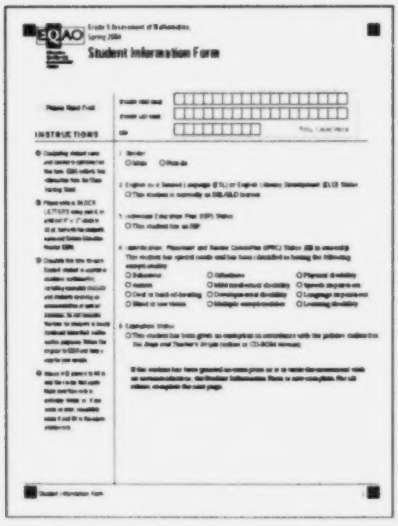


Student Questionnaire

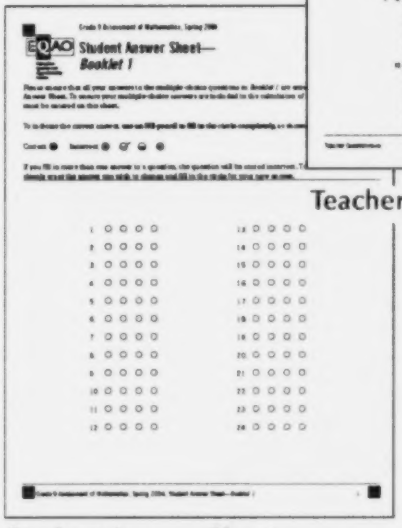
Note: Each of these forms is more than one page.



Teacher Questionnaire

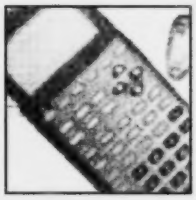


Student Information Form



Student Answer Sheet

(Some students will also receive a Student Answer Sheet—*Booklet 4.*)



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